

High School

Course Two

Movement Skills and Movement Knowledge

Standard 1 **The student will be competent in many movement activities and will excel in a few movement activities.**

Students in **high school, course two**, who meet this standard will be able to:

- Show advanced competence in more than one activity from the curriculum.

The following is a task that might be used to meet the standard:

- Students will document their abilities to excel in at least two movement forms, such as using advanced offensive and defensive shots successfully in a racquet sport, creating and demonstrating a complex dance, serving eight out of ten overhand serves in volleyball, or shooting nine out of ten arrows on the target from 40 feet. Support can be a videotape demonstrating skill mastery, a certificate from a recognized health or sport agency (Red Cross certification, for example), or an acceptable grade on a rubric-based skill evaluation. Students will include this documentation as part of their portfolios.

Standard 2 **The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.**

Students in **high school, course two**, who meet this standard will be able to:

- Use the principles of movement to accomplish a task with the least effort.

- Apply knowledge of scientific or biomechanical principles to improve performance in a specific activity or sport.
- Analyze and apply offensive and defensive strategies in games and sports.

The following are assignments and tasks that might be used to meet the standard:

- In cooperative groups, students are asked to define an assigned biomechanical principle such as Newton's second law of motion, develop an athletic activity which demonstrates the principle, and present the activity to the class.
- Students will select and interview an adult who is an elite-level performer in a particular movement activity. The purpose of the interview is to determine what elite performers know about the scientific factors and principles that affect their performance. A written or oral report is prepared describing the factors that the athlete believes affects the quality of his or her performance. Students will include any additional factors they think the athlete may have omitted.
- Prior to a game, the teams will meet to discuss the offensive and defensive strategies they will apply to that day's competition. Considered factors should include strengths and weaknesses of one's own team and those of opponents. Following the game, the team members will analyze the effectiveness and execution of their strategies and make necessary changes.

Standard 3

The student will achieve and maintain a health-enhancing level of physical fitness.

Students in **high school, course two**, who meet this standard will be able to:

- Design and execute a physical fitness program that relates to total wellness.
- Use results of fitness assessments to guide changes in their personal physical activity program.
- Apply principles of training to monitor and adjust activity levels to meet personal fitness needs.
- Understand that the level of participation and proficiency in physical activity is likely to change as a person matures and develop strategies to ensure fitness throughout the life cycle.
- Understand the relationship between nutrition and a healthy lifestyle.

The following are assignments and tasks that might be used to meet the standard:

- Students will interview a man and a woman from each of the following age ranges: ten–thirty years, forty–fifty years, sixty-five–seventy-five years. They should determine the physical activity patterns for each individual and evaluate the physiological and social benefits of the activity.
- Students will work individually or cooperatively to design fitness programs based on the needs of individuals described in case studies. The programs will include the fitness concepts that relate to total wellness.
- Students will each keep a three-day diary recording everything they eat. This record will include type and amount of food. After the three-day period, they will analyze their diets and prepare written self-assessments.

Self-image and Personal Development

Standard 4 The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in **high school, course two**, who meet this standard will be able to:

- Demonstrate the skills and knowledge needed to maintain an active lifestyle independently throughout their life.
- Identify ways in which personal characteristics, performance styles, and activity preferences will change over the life cycle.
- Identify personal physical activities which provide enjoyment and challenge.

The following are assignments and tasks that might be used to meet the standard:

- Students will prepare a report that discusses their physical activity plans upon graduation. The report will include what plans the students have for maintaining a satisfactory level of physical fitness ten years after graduation and what barriers they may face in attempting to maintain their fitness level.
- Students will do individual research projects to survey the community for opportunities to participate in health-enhancing physical

activities. Their research will include type of facility, activities offered, location and accessibility, telephone number, cost to participate (including student discounts/membership), and cost/quality comparison. Based on their findings, students will select the facilities which best meets their current needs.

Standard 5

The student will demonstrate responsible personal behavior while participating in movement activities.

Students in **high school, course two**, who meet this standard will be able to:

- Set personal goals and work toward their achievement.
- Create a safe environment for their own skill practice.
- Keep the importance of winning and losing in perspective relative to other established goals of participation.

The following are assignments and tasks that might be used to meet the standard.

- Students will analyze their potential for success and set goals for personal achievement at the beginning of a unit. At the end of the unit, students will each evaluate their own progress by writing paragraphs about how they were responsible for the level of achievement of their personal goals.
- Students will attend or watch on television a sports function. They will comment on the influence that winning and losing have on spectator and participant behaviors.

Social Development

Standard 6

The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

Students in **high school, course two**, who meet this standard will be able to:

- Take roles of leaders or followers as appropriate to accomplish group goals.

- Acknowledge outstanding performance of opponents as well as of their own team.
- Diffuse potential conflicts through positive communication.
- Acknowledge and respect stylistic differences in performance.

The following are assignments and tasks that might be used to meet the standard:

- Students will role-play an incident on the basketball court leading to a conflict. Students will then role-play the same incident using positive communication to avoid conflict.
- Students will organize and conduct a sport or game adapted for physically challenged individuals. Students with no disabilities will be invited to participate so that they may gain insight into the challenges faced by persons with disabilities when they participate in physical activities.
- Students will prepare reports describing a confrontation between sport participants that they have observed or read about. The reports will describe the resolution of the confrontation and discuss possible factors that led to the confrontation as well as how the confrontation could have been avoided.

Standard 7

The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Students in **high school, course two**, who meet this standard will be able to:

- Identify current career opportunities in physical education and related fields.
- Recognize the historical roles of games, sports, and dance in the cultural life of a population.

The following are assignments and tasks that might be used to meet the standard:

- Students will attend the school's career fair to identify and interview professionals in a health, fitness, or sport-related field. On a form provided by the teacher, students will include training, job opportunities, salaries, and working conditions for that profession.
- Students will select and shadow a physical education instructor or professional in a health, fitness, or sport-related field. They will describe and present a typical work day for that individual.